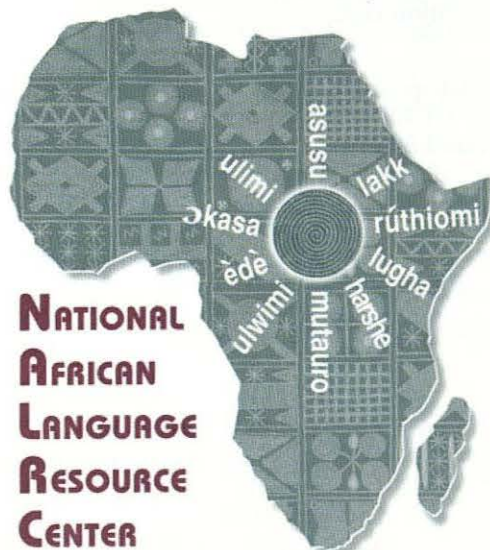


# TUSEME KISWAHILI

F.E.M.K. Senkoro



NALRC Press

**"Let's Speak" African Language Series**

Antonia Folárin Schleicher, Series General Editor

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**Let's Speak African Language Series**

The **Let's Speak An African Language** series is the first series of Communicatively Oriented African language textbooks developed in the United States. The series is based on the model of Je K'A So Yoruba (Let's Speak Yoruba) written by Antonia Folarin Schleicher in 1993. The need for the series arose to fill the gap of providing African language learners with not only up to date materials, but also materials that will prepare them to truly communicate in their respective African languages.

The series is based on the Communicative Approach to language learning in the sense that learners are provided with activities that will help them to perform functions that native speakers of these languages perform in their appropriate cultural contexts. The grammars and the vocabulary in the textbooks are those that will help the learners to perform appropriate functions. The monologues and the dialogues are authentic in the sense that they present real life situations. The activities in the texts are also tailored to assist learners in acquiring the necessary skills such as listening, speaking, reading, and writing.

**Tuseme Kiswahili** is the first in this series to be modeled after **Je K'A So Yoruba**. There are African language scholars currently working on the same model for Amharic, Lingala, Sesotho, Setswana, and Zulu. If you are interested in using this model to develop materials for the language that you teach, please contact the staff of the National African Language Resource Center (NALRC). Manuscripts are subject to external review and need to follow the theoretical framework established for the series.

A series such as this depends on the vision, goodwill and labor of many. Special appreciation is extended to the National Security Education Program that provided the original grant that supported the author in developing this textbook. We are also indebted to the U.S. Department of Education's IEGPS (International and Education and Graduate Programs Service), the NALRC staff, the four anonymous reviewers, the NALRC Advisory Board, as well as various individuals who support the efforts of the NALRC in promoting African language pedagogy nationally and internationally. Without the support, advice and assistance of all, the Let's Speak African Language Series would not have become a reality.

Antonia Folarin Schleicher  
Series General Editor



# **TUSEME KISWAHILI**

A Multidimensional Approach to the Teaching and Learning of

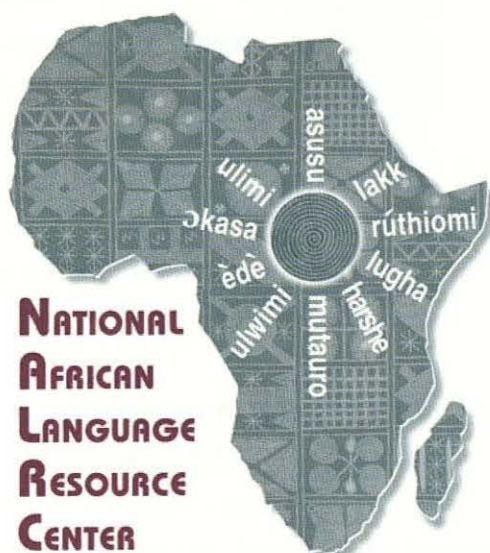
## **Swahili**

As a Foreign Language

**NGAZI YA MWANZO**

ELEMENTARY LEVEL

F.E.M.K. Senkoro



NALRC Press  
Madison, Wisconsin  
2003

## Dedication

This book is dedicated to the loving memory of the late Mzee Eliesikia Senkoro: my father, my teacher and, above all, a close friend who made a huge difference. I am sorry, Dad, that I did not have the chance to see you in your last moments as I was away writing this book. But I know, wherever you are, you can see this product of our separation and are proud of it. Rest in eternal peace, dear Dad.

*"Should I outlive this anguish – and men do –*

*I shall have only good to say of you."*

*Fatal Interview XLVII*

Edna St. Vincent Millay

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2003

International Area Studies

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## Preface

*Tuseme Kiswahili* is designed to present the fundamentals of Swahili to two and four-year college and university students. The text features a balanced, eclectic approach to Swahili language learning.

### Background: The Learner's Expectations

It would be instructive from the very beginning to emphasize what the learner and instructor should **expect** from language courses such as the one provided in this book.

It is definitely unrealistic to expect to learn and become fluent in a completely foreign language by using just textbooks and spending a short time in classrooms, no matter how intensive or extensive a course may be. Nobody can be realistic who insists on speaking a new language **fluently** after having gone through only language teaching books and spending some classroom time. This may force one to ask for the reasons for even bothering with books such as the present one. The answer to this query is contained in the main features of the text, which focus on true communication. This textbook is **functional**, as it prepares the students to function in real life situations by encouraging students to learn the language by doing and not simply by learning to do.

### The Instructor's Expectations

Happily and, to some extent, surprisingly, because of the logical construction of Swahili, a learner of this language can get a sufficiently broad base to **begin** learning the language so that she or he can communicate with those who use it in their daily lives. What elements should constitute such a *broad base* is the decision of the author, in conjunction with colleagues and students in various universities and institutions, who, after many years of preparing foreign students in the language, have indicated that the materials contained in this book are among the **most basic** for such level of learners. The instructor should expect from this book that, at his or her level, the learner would gain what has come to be popularly known as the 5 Cs, which follow in order of their emphasis: **communication, comparisons, culture, connections** and something about the **communities** that use the language. This order will change and vary in emphasis as the learner progresses to higher levels so that, for example, in the intermediate level, the emphasis will be more on cultures and in the advanced level it will shift to communities.

### The Nature and Features of the Book

One may ask further why this book has been written and how it differs from others before it. While the title and subtitle may tell the story, it suffices here to mention that the book is a result of **real felt needs** of Swahili learners. Over the years of teaching students at this level, a demand



wall *ukuta (kuta)*  
 want, need *taka*  
 warmth *joto*  
 wash clothes *fua*  
 wash *safisha*  
 washroom *bafu (bafu), choo (vyoo)*  
 watch (v) *angalia, tazama*  
 watch *saa (saa)*  
 water *maji*  
 way *njia (njia)*  
 we/us *sisi*  
 wear/put on clothes *vaa*  
 weather *hali ya hewa*  
 wedding *harusi (harusi) also arusi (arusi)*  
 weekend *wikiendi (wikiendi)*  
 welcome (v) *karibisha*  
 well, nicely *vizuri*  
 west *magharibi*  
 what? *nini?*  
 where *wapi?*  
 which *ambaye/ambalo/ambacho...*  
 white *-eupe*  
 who? *nani?*  
 wide *-pana*  
 wife (wake)  
 win *shinda*  
 wine *mvinyo (mivinyo)*  
 with *kwa, na*  
 within *ndani*  
 woman *mwanamke (wanawake)*  
 work *kazi (kazi)*  
 world *dunia*  
 wrap-around, a *khanga*  
 wrap-around, a *kitenge (vitenge)*  
 write *andika*

## Y

year *mwaka (miaka)*  
 yellow *njano, \_a njano, \_a kinjano*  
 yes *ndiyo / ndio*  
 yesterday *jana*  
 Yoruba language *Kiyoruba*  
 you (all) *ninyi*  
 you (singular) *wewe*

## Z

zoology *zuolojia, elimu wanyama*  
 Zulu language *Kizulu*

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